

# Consolidated Annual Report, Program Year 2012 - 2013

## Maine

### Step 8: Program Improvement Plans

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#### Extension Requested?

No

#### Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
2P1	This Goal was missed by .01% so the gap is not large. The Race and Ethnicity and Special Populations subcategories that were lower represent a small portion of the total and therefore are not quantifiable.	Improved early warning system to identify students in need of assistance	College Registration & Advising Staff	10-15-14
2P1	This Goal was missed by .01% so the gap is not large. The Race and Ethnicity and Special Populations subcategories that were lower represent a small portion of the total and therefore are not quantifiable.	Development of more internships for final semester CTE students	College Department Chairs	12-31-14
2P1	This Goal was missed by .01% so the gap is not large. The Race and Ethnicity and Special Populations subcategories that were lower represent a small portion of the total and therefore are not quantifiable.	Continued creation of articulation agreements with 4-year institutions requiring completion before transfer	College Career & Transfer Offices	08-31-14
2P1	This Goal was missed by .01% so the gap is not large. The Race and Ethnicity and Special Populations subcategories that were lower represent a small portion of the total and therefore are not quantifiable.	Expansion of recruitment efforts using alumni to draw realistic pictures of career fields	College Admissions Staff	09-30-14

Core Indicator	Disaggregated categories of are not quantifiable.	Action step to be implemented	Staff member	Timeline
2P1	This Goal was missed by .01% so the gap is not large. The Race and Ethnicity and Special Populations subcategories that were lower represent a small portion of the total and therefore are not quantifiable.	Increased use of student mentors and faculty advisors	College Department Chairs	06-30-15
2P1	This Goal was missed by .01% so the gap is not large. The Race and Ethnicity and Special Populations subcategories that were lower represent a small portion of the total and therefore are not quantifiable.	Increased use of student mentors and faculty advisors	College Department Chairs	06-30-15
2P1	This Goal was missed by .01% so the gap is not large. The Race and Ethnicity and Special Populations subcategories that were lower represent a small portion of the total and therefore are not quantifiable.	More connections between students and support staff through student life-cycle	College Advising Offices	09-30-14
2P1	This Goal was missed by .01% so the gap is not large. The Race and Ethnicity and Special Populations subcategories that were lower represent a small portion of the total and therefore are not quantifiable.	Increased flexibility of lab/class schedules	College Registrars	11-30-14
2P1	This Goal was missed by .01% so the gap is not large. The Race and Ethnicity and Special Populations subcategories that were lower represent a small portion of the total and therefore are not quantifiable.	Increased scholarship opportunities	College Financial Aid Offices	06-30-15
1S1	Male students performed less well than female students by a small percent, but overall all students need more help in literacy.	Provide a Literacy training to Directors and teachers. See detailed improvement plan below.	MDOE	05-30-14

### Secondary Program Improvement Plans

#### 1S1 Academic Attainment Improvement Plan

All Maine grade 11 students are administered the SAT for ELA and Math (with an augmentation) developed by the College Board. The SAT is described as a “reasoning” test, as distinguished from an “achievement” test. Similarly, the reading section is not so much a test of reading comprehension, as it is a test of students’ critical reading skills. Most of the questions require that students go beyond a simple understanding of the text and make some inferences based on what they have read. They need to recognize that there is an author “behind” the reading passage and be able to assess the author’s point of view.

Currently the students we are reporting on were administered the SAT in their junior year in late spring 2013. (Maine will be moving to Smarter Balance assessments for Math and English in the near future.) As Maine does not have comprehensive CTE schools, CTE students receive their academic courses at their sending high schools and only their CTE coursework at the CTE schools. This means that our CTE students are tested on Reading/Language Arts and Mathematics before they have completed even one year of instruction in CTE as juniors and students who attend CTE only in their senior year are tested before they ever enter the CTE program. This makes it difficult for the CTE schools to have an impact on the students’ reading and math skills.

In Maine individual school systems are responsible for their own improvement plans. As 90% plus of Maine CTE students enter a career and technical education program at the beginning of grade 11 this gives our CTE directors and instructors little time to make an impact on reading/language arts scores.

#### ELA 1S1 Improvement Plan School Year 2014-2015

In May 2012 MDOE CTE launched the Literacy in Maine CTE project by identifying a cohort of ten CTE instructors with previous training in literacy instruction to participate in the Summer Literacy Institute in Augusta, Maine. The cohort subsequently met in November 2012 with the MDOE ELA Specialist to consider next steps in the Literacy in Maine CTE project, which include offering opportunities for continued professional development in instructional literacy strategies.

In the spring of 2013 MACTE (Maine Association of Career and Technical Education) contracted to provide two workshops in literacy to CTE faculty and staff. Both workshops received rave reviews from attendees. Maine hopes to see some results of these workshops as early as the 2014 CARS numbers. Another set of workshops is being planned for spring of 2014 to further develop literacy in all of our CTE programs. CTE has very little educational time to change the testing scores for students, but what little time we have is used to the fullest to help students succeed on whatever path they choose.

Maine is in the process of developing an academic Common Core Crosswalk to reinforce the academic learning received at the sending high schools. This crosswalk will link the Common Core State Standards which were adopted in English/Language Arts and mathematics beginning with the school year of 2012-2013. The Common Core state standards present a common platform across many states and efforts nationally to support a stronger implementation of standards than has been present in the past. This will result in higher quality resources and professional development for our teachers in Maine. For each of the following strategies and deliverables a member of the Implementing the Common Core Standards Team (ICCS) has been identified for the key responsibility. The team will be led by Dan Hupp and will meet with the national consortium three times a year through CCSSO and will meet regularly on an agreed upon schedule between meetings to monitor progress.

#### Local Program Improvement Plans

Secondary: Out of the 27 secondary schools, below is a list of the accountability measures that each school did not meet within 90% . As a State, secondary in Maine only missed 1S1. Most secondary locals have trouble meeting the academic goals as they do not have the students long enough to make a big difference in these areas. At the State level Maine will be offering professional development workshops in both Literacy and Math in CTE in the spring of 2014.

Augusta - Capital Area Technical Center :1S1- 6S1;

Bangor - United Technologies Center - Region 4 :1S1;

Bath - Bath Regional Career and Technical :1S1- 1S2- 3S1;

Brunswick - Maine Reg. Ten Technical High School - Region 10 :1S1- 1S2- 6S2- 3S1- 4S1;

Calais - St. Croix Regional Technical Center :1S1- 1S2;

Caribou - Caribou Regional Technology Center :1S1;

Dexter - Tri-County Technical Center :1S1- 1S2- 2S1- 3S1;

Ellsworth - Hancock County Technical Center :1S1- 1S2;

Farmington - Kenneth Foster Reg. Applied Tech. Ctr-SAD 9 :2S1;

Frenchville - St. John Valley Technology Center :1S1- 1S2- 6S1- 6S2;

Houlton - Southern Aroostook County - Region 2 :1S1- 1S2- 2S1;

Lewiston - Lewiston Regional Technical Center :3S1;

Lincoln - Northern Penobscot Tech.-Region 3 :1S1- 1S2;

Machias - Coastal Washington County Institute of Technology :1S1;

Mexico - School of Applied Technology - Region 9 :1S1- 1S2- 2S1- 6S1- 6S2;

Naples - Lake Region Vocational Center :1S1- 1S2- 3S1;

Norway - Oxford Hills Technical School -Region 11 :2S1- 3S1;

Portland - Portland Arts & Technology High School :1S1- 1S2- 2S1- 6S1- 6S2- 3S1- 4S1;

Rockland - Mid-Coast School of Technology -Region 8 :1S1- 1S2;

Sanford - Sanford Regional Vocational Center :1S1- 6S1- 6S2;

Van Buren - Van Buren Regional Technology Center - SAD 24 :2S1;

Waldo - Waldo County Technical Center -Region 7 :1S1- 1S2;

Waterville - Mid-Maine Technical Center :1S1- 2S1- 6S2;

Westbrook - Westbrook Regional Vocational Center :1S1- 1S2- 2S1;

Postsecondary: Two of our seven postsecondary institutions failed to meet at least 90 percent of agreed upon local adjusted levels of performance, Southern Maine Community College (SMCC) and Washington County Community College (WCCC). In both cases, measure 2P1 was not met. At WCCC, 3P1 was also not met. Improvement plans will be implemented at the local level for these measures.